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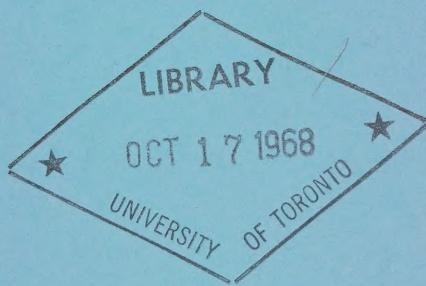
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[6-8] CAREER EXPOSITIONS



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improving the educational stock of Canadians for educational long term benefits to society, the individual, and the economy. This project will be carried out by the Canadian government.

C A R E E R E X P O S I T I O N S

This guide is intended to assist in planning, organizing, and conducting career expositional programs. It is based on the experience of the Department of Manpower and Immigration and other organizations engaged in the conduct of these guides. Mr. Morris Reich of the Canadian Council of Canada developed the research originally in the interests of Imperial Canadianity.

This guide is reprinted in response to many requests from guidance personnel and others interested in career expositional and similar programs.

Information Service

Department of Manpower and Immigration
Revised Edition
Revised by the Bureau of Employment Security, Interpretation Services,
Department of Manpower and Immigration, Ottawa, Ontario, Canada K1A 0L2.
June 1968



Improving the educational stock of Canadians has substantial long-term benefits to society, the individual, and the economy. This project was selected in order to encourage imaginative yet practical programmes for the effective preparation and placement of human resources.

Many sources provided the information, supporting materials and considerable encouragement. These, together with offers of continuing liaison with career exposition organizers form the backbone of this guide. Mr. Morris Heath of the Economic Council of Canada developed the material originally in the interests of improved productivity.

The guide is reprinted in response to many requests from guidance personnel and others interested in career expositions and similar projects.

Requests for copies of "Career Expositions" should be directed to the Distribution Unit, Information Service, Department of Manpower and Immigration, Bourque Building, Ottawa.

including the three four-chambered arthropods
which are described in detail and discussed in
Chapter 203. Species of the *Mesoceratina* sub-
family are discussed in Chapter 204. The
last two subfamilies, *Leptoceratina* and *Lepto-*

ceratina, are described with their characteristic
and distinctive features and some of their main
affines and taxonomic problems. Both sub-
families are often very difficult to identify
because of the small size and complex venation
coupled with the small size of the abdominal
appendages and long neck caused by the long
abdominal rami associated with the small

body of Mesoceratina. The last chapter of the book
is a brief discussion, including some illustrations,
of the Ceratinae which appear to be derived
from the Ceratinae.

It is difficult to distinguish between the various subfamilies
of Ceratinae, particularly when they are small and
similar in size and shape, and it is often difficult to
determine whether a particular species belongs to one or another

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"CAREER EXPOSITIONS"

Introduction

Education is a powerful factor 1/ in improving productivity, the main source of economic growth and of improved living standards for all people. The wise selection of an educational path by students depends largely on adequate occupational knowledge and on sound career planning. This process is initiated, encouraged and supported within the schools through the guidance services.

The accelerating pace of change in society, in the economy and in technology makes it increasingly difficult to keep abreast of new and evolving careers and their educational needs. For years many have felt that effective preparation for and transition to such a working world requires a closer co-operation between educators and employers. To this end, a variety of projects have been developed by guidance personnel, school authorities and public agencies; still other by foundations, trade and industry associations and individual employers.

Among these is the Career Fair or "Career Expo". Developed largely by professional guidance counsellors, it has been tried and proven in several Canadian cities, as well as in the United States. It is one example of several effective programmes of transition. Some, such as Career Days, Business-Education Days, STEP, 2/ etc., can reinforce the Career Fair, while others such as Job Opportunity Fairs can be useful substitutes.

None supplant the vital role of guidance personnel in the schools. But it is hoped that this outline will offer one programme of support to their work, and will encourage the exploration and development of related projects.

Description 3/

A "Career Expo" or fair for high school students is a collection of exhibits and displays providing an effective source of information on hundreds of occupations. Colourful charts, pictures, brochures, models, etc., describe many career opportunities and their educational requirements. Well-informed attendants can discuss the particular interests and problems of visitors.

1/ P. 91, Second Annual Review, Economic Council of Canada.

2/ STEP (Solutions to Employment Problems). A collection of different projects concerning drop-outs in the U.S.A., National Association of Manufacturers.

3/ See Exhibit B, a description in tabular form of several career fairs.



High school officials schedule visits by pupils to the exhibition centre over several days. The exposition may also be open in the evenings to parents and students, or at special times to other interested groups and agencies, and perhaps to the general public.

Educational authorities usually sponsor, develop and organize the project, absorbing the administrative expenses. The individual displays are prepared by selected employers, by professional and trade associations, as well as by advanced educational centres. Fees from the exhibitors cover the operating expenses at the exhibition centre itself. The cost of transporting students may be absorbed by the sponsoring authority, or by the students themselves.

Purpose

This guidance project is designed to make available in a brief period current information on numerous careers at a critical time in the student's life.

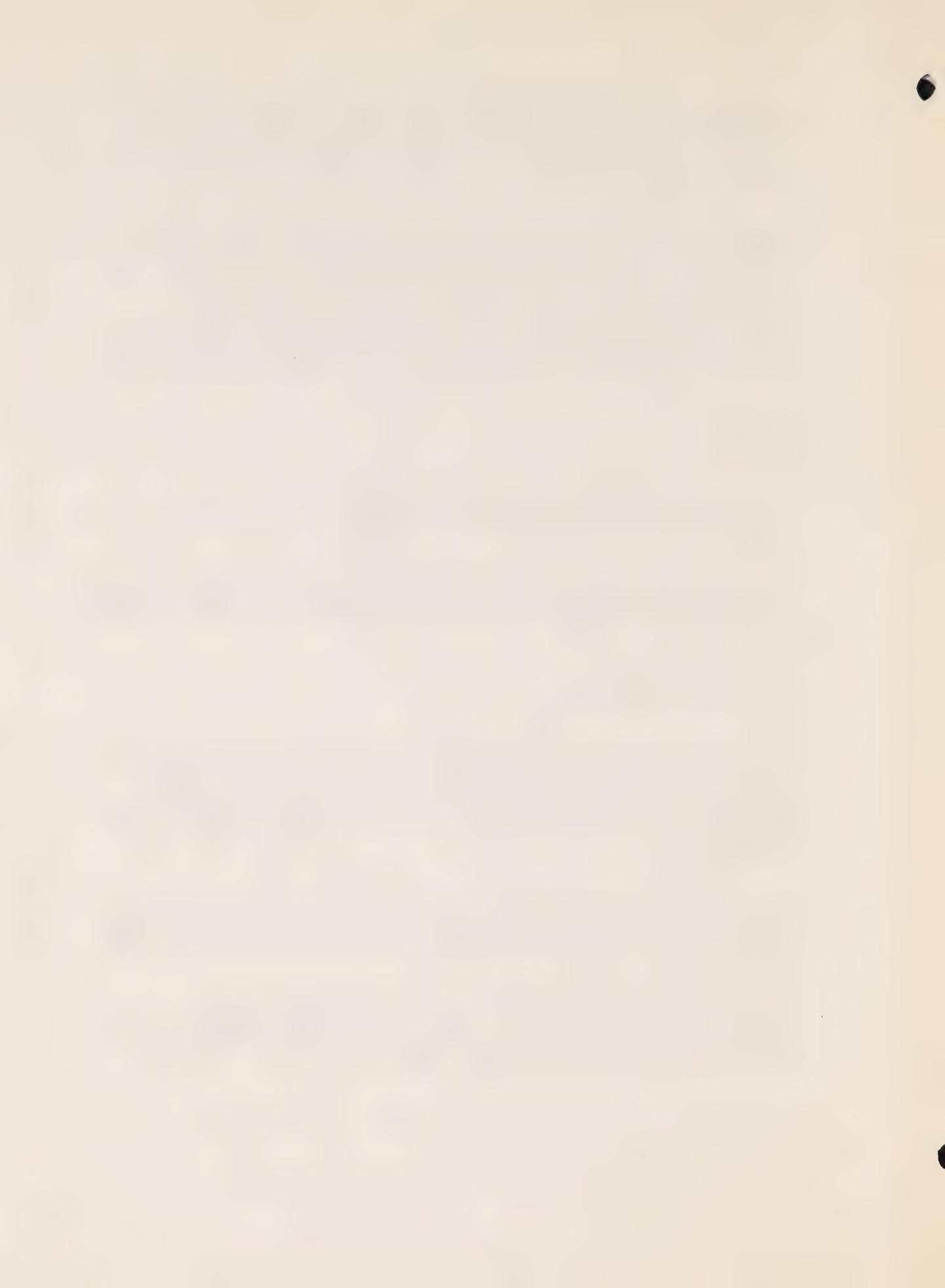
The purpose of this guide is to outline the main elements in organizing the project, to provide examples, and to give sources of further information.

Benefits and Examples

The student begins to think of his place in the world of work, and to see the true importance of his educational training. He gets an impression of the broad range of occupations available. He obtains firsthand information on those careers of interest to him from people involved in them, when he can still adjust his choice and his plans.

The guidance teacher finds his work reinforced and made more specific; he can also update his knowledge and enrich his own sources of information. The subject teacher may more easily relate subject material to specific careers.

The exhibitor contributes to the more appropriate preparation of future workers in his field. If an employer, he may ensure a more satisfactory filling of his own future staff needs, and may indirectly improve his public image.



There are several additional benefits:

- visiting parents can further encourage career planning by students,
- closer relationships develop between educators and employment sources,
- opportunities for drop-outs and adult workers may encourage the continuation of education,
- the importance of adequate education is reinforced among the general public,
- additional printed Canadian career information becomes available for use elsewhere.

A review of career exhibits in four Ontario centres, London, North York, Ottawa and Peterborough, substantiates the advantages. Published evaluations of students, teachers and exhibitors taken after the first three,^{1/} overwhelmingly applaud the projects, call for their repetition, yet suggest improvements. Parents attending the North York exposition also strongly supported the activity, and 90 per cent agreed that their children became more interested in career preparation.

To Start

Initiative for a "Career Expo'" usually stems from the guidance teachers in the city. Support at the senior professional level is essential, and the appropriate Superintendent of Schools should become involved early. A feasibility report and supporting recommendations may help to obtain the vital sponsorship of the responsible Board. These initial steps usually commence seven or eight months before the event -- more, if budgetary procedures require it.

Board sponsorship assures effective political, financial and professional backing. It ensures adequate staff support, including substantial time of at least one senior person. It also retains control over the content and quality of the career exhibits.

The project is a substantial one, and success depends on the effective planning and co-ordination of efforts by the planning committee. Responsibilities for main elements in the exposition are delegated to sub-committees of professional and technical staff, and of appropriate people from outside the educational field.

1/ See Appendix A, Items Nos. 1, 2 and 3.



In addition, secondary tasks are given to various groups involved in preparing and carrying out the project. These include principals, counsellors, teachers, administrators, technicians, students, business and professional groups, public agencies, etc. Some look upon this massive involvement as contributing greatly to a successful fair.

Exhibits

A sub-committee may be established to handle this part of the project. Members might represent the exhibitors and display specialists, as well as the sponsoring agency.

The ideal location is an exhibition building, since it has most of the needed facilities and may well be available in the early spring. Other buildings such as arenas, auditoria and armouries may be used, but usually require the addition of temporary services. Standard spaces, booths and electrical facilities are usually rented at nominal cost to the exhibitors. The sponsor may also retain a display agency to look after overall decor, to set up the booths, and to provide limited material and services to each exhibitor.

The need for a broad representation of careers should be remembered when selecting exhibitors. It seems easy to overemphasize the professions, whereas opportunities for all educational levels should be presented. To cover occupations in one field, an association, or a group of firms with related openings might be asked to co-operate on one booth. Or several firms in one significant industry might each be approached to handle one segment of activity.

Letters of invitation are sent early by the sponsor to the selected participants, with a deadline for acceptance. These may be supported by letters from appropriate trade associations or professional groups.

The quality and emphasis of the displays are important factors in fulfilling the purpose of a "Career Expo". The sub-committee usually prepares a guide ^{1/} to exhibitors, and perhaps organizes a demonstration and discussion session well beforehand.

1/ See Exhibit C.



Such guides emphasize that this is not a trade fair, and is not product or sales oriented. Displays are geared to answer the initial questions of students, and to encourage serious requests for further information. They may indicate educational requirements, starting conditions, interesting elements in the work, and advancement opportunities. Photographs, diagrams, flow charts and models can do this effectively and often at reasonable cost.1/ Exhibits should attract attention, yet not distract students from their mission, or cause crowds to develop.

It is vital that all booths be manned throughout the career exposition. A guide and a briefing session can prepare the representatives for doing an effective job. Each person should be knowledgeable and approachable, yet not obviously the public relations specialist. There are some advantages in having recent local graduates present as well. The casual mingling of booth staff with passing students increases contact. Formal table and chair arrangements can stifle enquiries and such furniture should either invite visitors or not be used.

Literature for the exhibits should reflect the purpose of the project, and provide some means of getting further information. These special publications may well prove useful at other locations and activities.

Student Preparation

A sub-committee plays an important part in exploiting various ways to prepare the students, particularly in ensuring teachers' co-operation. A manual can suggest activities to the leaders of guidance in each school. It may include such interest developing ideas as displays, poster competitions, a career day, demonstrations, mock interviews and talks. Subject teachers may welcome suggestions for relating jobs to specific subjects, and sample lesson plans may be provided them.2/

Experience indicates that a full one hour tour of exhibits is satisfactory for most students if they are well informed and have also prepared visiting plans. A students' handbook 3/ can make a very useful contribution by outlining the purpose and describing the career expo, then listing exhibitors and presenting a floor plan. It can also include a guide to studying an occupation, provide spaces for listing occupations of interest, exhibits to visit and questions to ask.

1/ Slides and photographs of some exhibits can provide illustrations.

See Exhibit H.

2/ See Exhibit E.

3/ See Exhibit D.



Transportation and Schedules

The arrangements for transportation and the working out of schedules requires considerable effort and effective co-ordination by the sub-committee responsible. Transport is usually provided by school buses, or by special arrangements with public transit, or a charter service. Sponsors often absorb the cost as part of normal operations, but some collect fares from the students.

The scheduling of buses is usually based on four or more relays of well separated one-hour visits during each school day. Factors such as the grades involved (usually 9 to 12), class schedules, distances, loading and unloading time, availability of equipment, and the selection and briefing of bus loaders and supervisors must also be considered. If neighbouring schools are invited to participate, their visiting schedule should also dovetail conveniently.

Public Relations

A "Career Expo" involves and affects a large number of people in the community, and therefore has considerable news potential. A sub-committee including outside experts can maximize the opportunity at no or little cost. Members may also be assigned to work with specific groups involved, such as principals, teachers, board members, students and exhibitors. An internal newsletter 1/ may also be usefully issued.

External publicity can include interviews with and releases to the press, radio, TV, trade and professional journals. These can start several weeks beforehand. During the exposition, the sponsors may provide working space for the news media.

A printed programme is essential. It outlines the reasons for the project, provides information about the organizers and the exhibits, presents the floor plan, and gives other details. It is usually prepared for general distribution, thus providing information of interest to students, parents, exhibitors, organizers and the general public alike. It may also form part of handbooks prepared for special groups, such as students.

1/ See Exhibit F.



Local Arrangements

Arrangements at the career fair centre itself cover a wide assortment of responsibilities. These may be handled by various individuals or groups. Good communication and close co-operation is necessary; often the work of one such group must be closely integrated with that of another sub-committee.

For instance, exhibitors require prior details on many items involving the bringing in, setting up, operating, security and removal of exhibits. This information can be included in the exhibitor's guide prepared by the exhibit committee. In addition, exhibitors need conveniences such as phones, parking, passes, name cards, storage, rest areas, refreshments, and access to technical specialists and equipment.

Arranging for the reception, supervision and despatch of student visitors is a vital responsibility. One effective approach uses well briefed guidance supervisors to man key spots throughout the location. Another relies on specially prepared P.T.A. volunteers. An information centre is needed to service other visitors, and it may also serve as the administrative heart of "Career Expo".

Cleanliness and neatness are important, and the usual precautions taken include restrictions on free food samples, and on refreshments. Supervision of washrooms and the provision of waste receptables and of ample maintenance staff are essential. Noise and ventilation can create problems, and appropriate steps may be needed to minimize them. For instance, softly played music over a P.A. system may discourage unnecessary noise.

Adequate visitor parking and control over the entry of visitors should be provided. Protective services such as police and fire patrols, as well as first aid attendants may be arranged for. Appropriate liability insurance may be needed if the sponsor is not adequately covered.

The overall appearance of the building influences the effectiveness of the project. Some sponsors borrow trees, shrubs and flowers from the Parks Board. Most arrange for interior decorations with a common motif to unify the varied exhibits. Some use the talents of art students to advantage.



Follow-Up

The organizers of "Career Expo's" have been very concerned with follow-up, but mostly from the assessment angle. Special questionnaires 1/ are usually prepared for teachers, students and exhibitors, and occasionally for the parents. Completed at the centre, or later by mail, they examine the effectiveness of the exercise and seek guidance for later career projects. Many of their findings are reflected in this outline.

Usually, no formal plans are made to ensure that the teacher or student follows through. Some guidance teachers obtain extra copies of literature, while others request career reports or arrange special discussion sessions. These ideas and use of related projects such as "career days" may be usefully suggested in a guide prepared for this purpose.

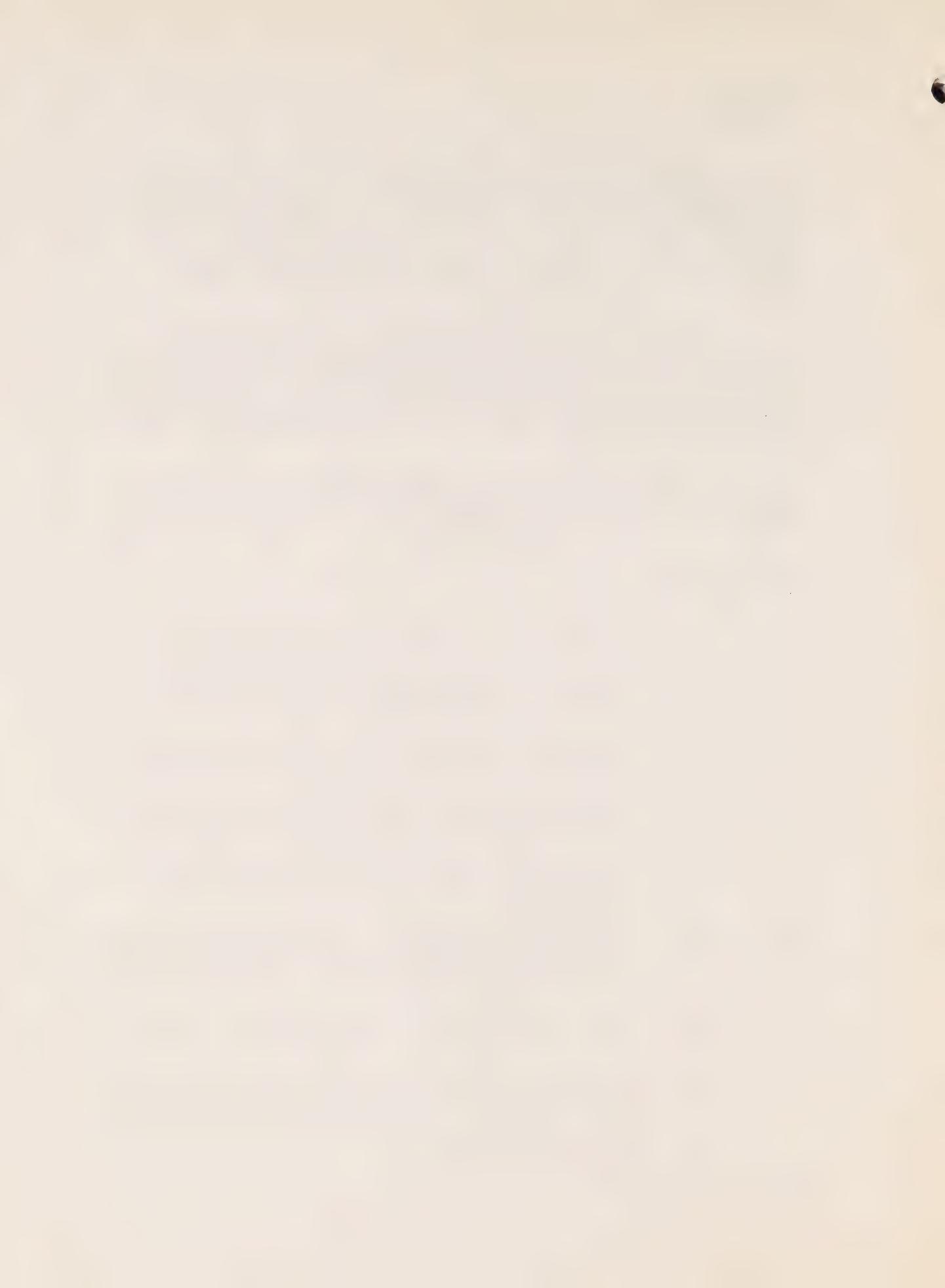
Finally, some exhibitors make arrangements for student interviews, and others send specific information in response to request cards completed by students.

Do's and Don'ts

Selected pointers from organizers and evaluation reports:

- Do - Involve as many principals, guidance and other teachers in preparation as is practical.
- Do - Encourage sub-committee chairmen to prepare check-lists of key points and their deadline dates.
- Do - Start work early with exhibitors in preparing guidelines on the purpose and standards of displays.
- Do - Emphasize the importance of well informed people to man exhibits.
- Do - Consider taking coloured slides of each display before opening for future use and as a "thank you" gesture to exhibitors.
- Do - Ensure that students are well prepared, preferably with a 'plan' for their visits.
- Do - Consider whether the information needed by Grades 9 and 10 students is less specific than that needed by senior students. If so, a different visiting plan may be more valuable.

1/ See Exhibit G.



- Do - Examine the value of enthusiastic guidance counsellors moving casually among students after their first few minutes of getting oriented, or of having a manned guidance centre available.
- Do - Organize a brief opening ceremony to focus attention and to recognize the contributions of many.
- Do - Consider preparing suggested ideas for follow-up by guidance staff and students.
- Don't - Tell professionals and specialists involved what to do, but work with their representatives on ideas they may accept and use.
- Don't - Overlook the advantages of having the Board's technical and maintenance staff available throughout the exposition.
- Don't - Ignore the effect on students of using critical, uninformed or unsympathetic teachers to accompany students on their bus trip.
- Don't - Overlook the value of evening visits by parents, students, and younger children.
- Don't - Allow food or beverage concessions to operate inside the premises during scheduled visits of students.
- Don't - Permit the distribution of free samples by exhibitors.

Variations

Major variations in the purpose and the approach may be made to adapt to particular circumstances. Some of the more significant are shown below:

1. The purpose of the exhibit is usually guidance oriented, but a New York programme permitted the arranging of interviews for recruitment of students.
2. Sponsorship can vary with needs. For instance public and separate high schools may work together, or city and suburban schools may co-sponsor. Again, groups of high schools in neighbouring rural jurisdictions may work together, perhaps moving the fair to several key locations. A career caravan may be a feasible project for regional needs.



3. Limited resources, or a desire to work more closely with the business community may make co-sponsorship with, or even sole sponsorship by, a trade association or a service group useful. Various centres in Alberta and in Ontario have followed this approach, used also in New York.
4. Providing a special "career" day in a regular exhibition may have merit in some centres.
5. There may be advantages in placing less emphasis on the individual firm's careers, and more on grouping related careers in the same or complementary displays. This pattern has been used in Los Angeles for several years.
6. Access to information on so many careers can be useful to many other people and to public and private agencies. Sponsors may help themselves and their community by setting aside special hours, evenings or days for selected users. These might include teachers, school guidance staff, clergy, university counsellors and staff, counsellors in welfare and correctional work, employment agency staff, personnel department managers, unemployed and recent drop-outs.
7. Large cities may consider the establishment of a permanent Career Guidance Centre.

Resources

This description of a careers exposition presents only highlights on what it is and how it operates. The appendix includes items kindly provided by different sponsors to illustrate various elements in the project.

Those wanting to initiate a "Career Expo" will also want to examine other reports, programmes and guides, as well as colour slides. A collection of materials, as listed in Appendix A is available from the Information Service 1/ on a loan basis.

Sponsors also have copies of their own items and will usually fill requests as long as supplies last.

1/ Full address: Information Service, Department of Manpower and Immigration, Bourque Building, Ottawa.



Some readers may also wish to contact organizers in different Canadian cities. The people listed below have kindly volunteered to discuss their experiences, or to correspond with potential organizers:

Mr. E.E. Huff,
Co-ordinator of Guidance,
North York Board of Education,
Almore Annex,
159 Almore Avenue,
Downsview, Ontario.

Mrs. Janet Keith,
Information Officer,
Collegiate Institute Board of Ottawa,
662 Lyon Street,
Ottawa 1, Ontario.

Mr. A.J. Millard,
Peterborough Collegiate and Vocational School,
Peterborough, Ontario.



LIST OF RESOURCE MATERIAL

(Available on loan from Information Service,
Department of Manpower and Immigration,
Bourque Building, Ottawa.)

1. Ottawa's Career Expo '66

- 7 page report, evaluation, plus supporting material.
- Colour slides of displays (see list Exhibit H.)

2. A Survey of North York Board of Education's Careers Exposition: J.R. McKelvey, 1964.

- 22 page report and evaluation, plus generous selection of supporting material, particularly on preparation of students.

3. The London Career Exposition; C.J. Askew, 1958

- 19 page report and evaluation, plus supporting material.
(Also available from: Curriculum Div. (Guidance),
Department of Education,
Province of Ontario,
55 Eglinton Avenue, E., Toronto.
(Att. Mr. Frank Clute,
Assistant Superintendent.)

4. Selections - North York Careers Exposition, 1967

- Limited number of documents and guides only.
- Filmstrip used to prepare students.

5. Selections - Peterborough Careers Expo' 1967

- A few selected documents only.

6. Selections - New York Career Fair, 1967

- Generous selection of exhibits, particularly aids for guidance teachers, as well as lesson plans for subject teachers.

7. Selections - Fifth Annual Career Guidance Center, Los Angeles, 1966

- Generous selection of exhibits on all aspects, based on accumulated experience.

8. Career Literature Selections

- Selected brochures produced by exhibitors.

9. Operations Manual - Indianapolis Job Opportunity Fair, 1966;
Chamber of Commerce

- 22 page checklist plus many supporting exhibits.
Though the project differs, much can be adapted.



EXHIBIT B

Tabular Analysis of Career Fairs

(The tables provide only a glimpse of significant points in the operation of several career expositions. It is hoped that the oversimplification and any errors or omissions do not seriously detract from their usefulness. Sources of more complete information are the sponsors, and the reports listed in Exhibit A.)

General Dates Held		London	North York	North York	Ottawa	Peterborough	New York	Los Angeles
Sponsors		Apr. 17-18/58	May 4-8/64	May 8-11/67	May 9-13/66	Apr. 18-21/67	May 1-12/67	5 consecutive Mar. 17-25/66
Committees (No.)		Guidance Department, London Board of Education	North York Board of Education	Ottawa Collegiate Institute Board	Board of Education, Suburban Board, Separate Board	New York Board of Education, & WCBS-TV	L.A. County Supt. of Schools	
Planning Time		4 months	8 months	8-9 months	Year	Year	3 months "night"	7 groups
Attendance Area Participating		City & Suburb	Township	Township	City, Suburbs, nearby Towns	City, Suburbs, nearby Towns, Cities	City, and few requesting from outside	Mostly L. A. County
Secondary Schools		Yes	Yes	Yes	Yes	Yes	Yes	Yes and Junior High
Secondary Separate Schools		-	Informal	Informal	Yes	Yes	Yes	Yes
Grades		9 - 12	9 - 12	9 - 12	9 - 12 (13 if approved)	8 - 13	10 - 12 (Some 9)	7 (?) - 12
Preparation of Students		Speeches (C. of C. & Guidance)	Manual for Teachers	Suggestions to guidance & Subject Teachers	Ideas for Teachers, Informed Competitions	Informed Teachers	Lesson Plans Ideas Visual Aids	Memos Ideas to Teachers
Student Handbook		-	Yes	Yes	Yes	-	Yes	Yes
Student Attendance		4,500 (est.)	16,000 (est.)	21,000 (est.)	30,000	9,000	100-140,000 (duplication)	30,000 ('65) (selected)
Length of Visit		1½ hrs.	1½ hrs.	1 hour	1½ hrs.	1¼ - 1½	2 hour average	1½ hrs. (1 for Gr. 9)
Other Visitors		-	4 - 5,000	7,000	10,000	900	Nil	17,000 ('65)
Open to Public Announced		Yes - nights	Yes - nights	Yes - nights	Yes - nights	Yes - nights	No	Yes
Open to other Grades		7, 8 and 13 evenings after school	13 evenings	13 evenings	No special	No special	No	No special
Admission Charged		Nil	Nil	50¢ adults	25¢ adults 25¢ outside students	Nil	Nil	Nil

	London	North York	North York	Ottawa	Peterborough	New York	Los Angeles
Exhibits	Armouries	Arena	Arena	Exhibition Centre	Memorial Centre	Armoury	Exhibition Centre
Building used	63	53	62	80	56	73	76
Number of Exhibitors							
Standard single booth	8 x 9	4 x 12	10 x 10	10 x 10	8 x 10	-	10 x 10
Fee for booth and services	\$15.00 electric only	\$25	\$35	\$45	\$50	-	\$50 (\$75 double)
Other means to inform Exhibitors	Personal talk each exhibitor	Demonstration night	Demonstrations, Personal	Meeting & Demonstrations	Meeting	Special meeting	Special meeting
Manned Booths?	Not all	All	All	All	All	All	All
Included standard partitions, basic decorations, outlets	No fee, each paid own. "problems"	Yes	Yes, also printed signs	Yes, also printed signs	Yes	-	Yes
Finance	No, but inexpensive	Small recovery	Small recovery	Largely. "Suppliers cut prices",	Yes, except buses	No	Yes. Received donations. Each school paid \$10.
Project self-supporting?							
Budget total	\$500 max. (note 1958) "kept within"	\$12,000 est. "most absorbed by board"	\$15,000 est. "most absorbed by board"	\$15,000 est. excl. transport "tight" recovered all.	\$3,500 est. excl. transport "tight" recovered all.	"large 5 figure" for exhibit expense, paid by WCBS	\$11,600 Income \$11,000 Expense \$ 600 Gain
Major items of expense	-	Staff Maintenance Buses Electrical buses	Tech'l staff Maint'ce Buses	Building Booths Donations Staff & Security Transport	Space Booths Services	-	Space Decorating Electricity Furniture
Transport	Students found own way. No cost involved	School buses used, cost absorbed	School buses Charter buses, students paid 15¢ each way. Deficit to each school.	School buses. Sponsors absorbed cost, outsiders provided own.	Schools listed visitors, Brd. sent 2 transit tickets each	Schools arranged own.	

EXHIBIT C

Guides for Exhibitors

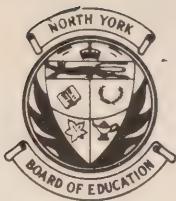
Rules and Regulations) - North York,

General Information) 1964.

Suggested Guidelines - Materials, Personnel - New York, 1967.

Suggested Guidelines for Personnel Working in Booths - Los Angeles, 1966.

(A complete guide for exhibitors might combine suggestions from several sources.)



THE BOARD OF EDUCATION FOR THE BOROUGH OF NORTH YORK

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AND SECRETARY-TREASURER

CAREERS EXPOSITION 1964

BULLETIN NO. 2

A. RULES AND REGULATIONS FOR EXHIBITORS

In order to comply with the agreement for leasing the Downsview Arena and to explain the organizational detail for operation of the Exposition, the following rules and regulations are being sent to each exhibitor. It is hoped that this information will avoid misunderstanding and facilitate plans for participation.

1. Exposition Hours

The Exposition will be opened on Monday, May 4, 1964 continuing through Friday, May 8, according to the following schedule:

9:30 a.m.	to	12:30 p.m.	-	Students only
1:30 p.m.	to	4:30 p.m.	-	Students only
7:00 p.m.	to	9:30 p.m.	-	Parents and general public - Monday through Thursday.

The Exposition will close at 4:30 p.m., Friday, May 8.

Exhibitors will be required to have their booths fully prepared and staffed at 9:00 a.m. on Monday, May 4 for inspection by Fire and Hydro Inspectors, and Board of Education officials.

2. Staffing

Exhibitors are expected to make arrangements to have their own staff on duty in their booths at all times during Exposition hours.

3. Setting Up Exhibits

The arena will be available for receiving shipments of Exhibitors' materials during the following hours only:

Friday, May 1 - 12:00 noon to 5:00 p.m.

Saturday, May 2 - 8:00 a.m. to 12:00 noon.

3. Setting Up Exhibits (Continued)

The arena will be open to allow exhibitors or their representatives to set up their displays during the above receiving hours and in addition during the following times:

Saturday, May 2 - 12:00 noon to 5:00 p.m.

Sunday, May 3 - 9:00 a.m. to 5:00 p.m.

Please note carefully that there will be no facilities available for receiving materials or assistance in handling them except as specifically outlined. The correct shipping address for the arena is:

Exhibit Space No. _____
Careers Exposition,
Downsview Arena,
1633 Wilson Ave., Downsview

4. Storage of Packing Cases or Crates

Packing cases or crates may be stored during the Exposition period in a storage room located under the bleachers approximately behind booths 17 - 20.

5. Dismantling Exhibits

Because of the security guard which will be placed on the arena for the protection of each exhibitor, display equipment should not be moved out prior to the Exposition closing at 4:30 p.m. on Friday, May 8, without clearance from the Exposition office. The hours which have been set aside for dismantling of exhibits are as follows:

Friday, May 8 - 4:30 p.m. to 6:00 p.m.

Saturday, May 9 - 8:00 a.m. to 6:00 p.m.

Please note that the leasing arrangements for the arena are such that all exhibitors' goods must be removed by 6:00 p.m. on Saturday, May 9. Under special circumstances permission may be granted for dismantling to be completed on Sunday, May 10, but such arrangements must be made well in advance with the Exposition office. Design Craft Limited will remove the booths on Monday morning, May 11. Co-operation in the prompt removal of display goods will avoid inconvenience and expense to the exhibitor should it be necessary for the Exposition office to arrange removal and storage of material remaining in the building after Sunday, May 10.

6. Care of Arena Property

The arena floor has a special finish to facilitate rapid ice formation. It is vital that each exhibitor use extreme care in moving any



6. Continued.

heavy furniture on the floor to avoid any possibility of marking, scratching or defacing the floor surface. Exhibitors must not use any form of glue or adhesive on the floor, use paint on the floor or drive any nails or fastenings into the floor.

The standard back walls and side walls provided for each booth will be painted green (see enclosed booth specification sheet) by Design Craft Limited from whom the standard booth equipment is being leased. If an exhibitor wishes to have any special back wall colour or if he wishes to paint or cut holes or in any way alter or deface the standard walls he must consult first with Design Craft Limited (Mr. Rodda LE. 4-8471).

Steel tired hand trucks or materials handling equipment must not be used on the arena floor. Only rubber tired dollies can be allowed.

7. Exposition Office

The temporary office of the Careers Exposition at the arena will be in operation from 8:00 a.m. Friday, May 1 until 12:00 noon on Monday, May 11. It will be located in the time keeping gondola on the east side of the arena at centre ice position. The telephone number is CH. 1-1306.

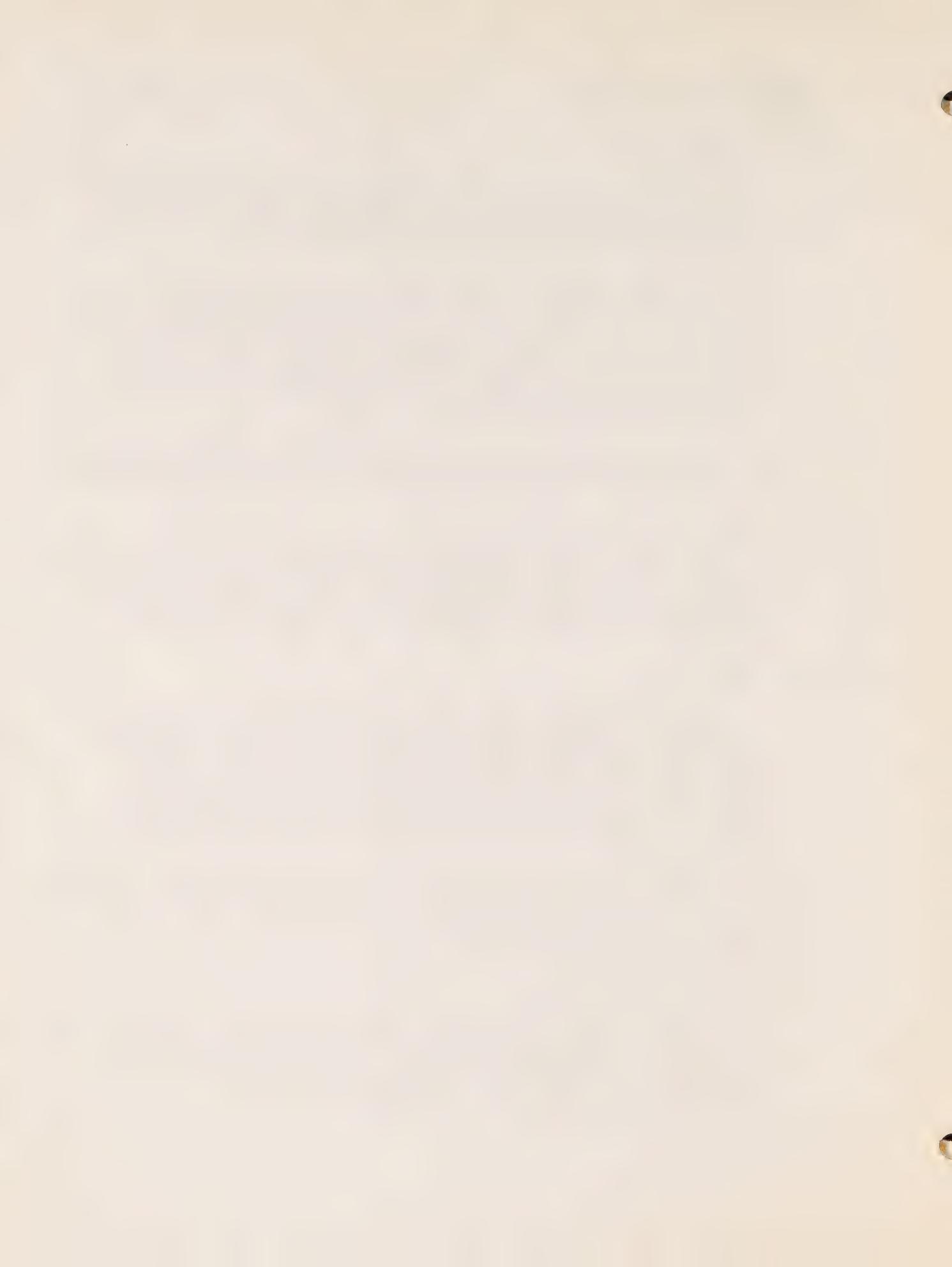
8. Exhibit Space

Unless prior permission is obtained from the Exposition Office, exhibitors will not be allowed to install signs or other equipment which will rise higher than 8 feet above floor level. Side wall partitions which are being supplied as a standard item extend 4 feet forward from the back wall. Exhibitors may not extend these forward but must leave the dividing area between exhibit spaces as clear as possible so as to avoid blocking off adjoining exhibit space.

Standard side railings 3 feet high are being provided to separate adjoining exhibit spaces. Exhibitors may install solid side walls forward the full 12 feet of the exhibit space provided they rise no higher than 3 feet above floor level.

9. Audio Visual Equipment

Exhibitors are reminded that considerate operation of Audio Visual equipment to avoid interfering with neighbouring exhibitors will improve the over-all appearance and general effectiveness of the Exposition. The sound from such equipment must be kept at a reasonably low level at all times.



10. Furniture Rental

Exhibitors are reminded that a furniture rental service will be available from Design Craft Limited at the arena during the move-in period.

11. Cleaning of Exhibit Space

Each exhibitor will be responsible for housekeeping within his own exhibit space. Refuse may be placed in the aisles at the close of each session during the day. The Exposition Office will arrange for aisle cleaning.

12. Rest Rooms

The Lounge Areas (one for Men and one for Women) will be available for the private use of exhibitors during the move-in, Exposition, and move-out periods. These rooms will be equipped with a business telephone to facilitate contact with the home offices of exhibitors. A messenger will be on duty at this point during Exposition hours. The unlisted telephone number will be 247-9858.

Since this event is an extended portion of the students' regular high school programme, it is necessary to declare the entire arena as a NO SMOKING area. Smoking will be allowed, of course, in the Exhibitors' Lounge.

B. GENERAL INFORMATION

1. Eating Facilities

A Snack Bar will be in operation during move-in, Exposition, and move-out times and will normally handle any casual eating requirements. For a more complete dining service, excellent restaurants are available at the Crang Plaza across the street and immediately north of the arena.

2. Parking

Parking for exhibitors will be available in the arena parking lot immediately north of the main entrance.

3. Reception For Exhibitors

A reception for Exhibitors, which will include Board Members and special guests, is being planned to mark the opening of the Careers Exposition. It is anticipated that this event will take place at Downsview Arena between 5:00 p.m. and 7:00 p.m. on Monday, May 4. Details will be furnished in the next bulletin.



B. GENERAL INFORMATION (continued)

4. Insurance Protection

A special coverage has been arranged for the duration of the Exposition.

5. Publicity

Appropriate publicity for the Exposition is being arranged as follows:

- a) Announcements to Home and School Associations.
- b) The April issue of North York School News, which is received by parents of all North York school children will feature the Careers Exposition.
- c) Junior and senior high schools will be sending a letter of information to parents of students participating.
- d) Press releases to newspapers.
- e) Radio and television announcements.
- f) The Toronto Star Weekly has been given permission to do a picture-story of the Exposition.

6. Press Reception

Members of the press will be invited to attend the Exposition at 9:00 a.m. on Monday, May 4. It is suggested that exhibitors may wish to distribute extra copies of any Public Relations material which they have at this time.

P. K. Schmidt
E. E. Huff

Accommodation Committee
Careers Exposition

Enclos. (2)
April 7, 1964.



SUGGESTED GUIDELINES FOR EXHIBITORS AT THE WCBS-TV CAREER FAIR

A. Materials. The best materials are those which:

1. Provide a graphic overview of the entire occupational field as well as the specific careers to be highlighted.
2. Describe the opportunities for employment on various levels ranging from the unskilled to the semi-skilled, the skilled and the professional; identify projected employment trends.
3. Provide simple tryout opportunities in using available equipment, if feasible (e.g. opportunity to operate a simple business machine). Because of the large number of students expected, such tryout opportunities must of necessity be brief, perhaps a minute or so. Safety factors must also be carefully considered.
4. Select material which is up to date and pertinent to job descriptions and educational requirements.
5. Utilize clear and simple language which can be understood by pupils of all levels of ability.
6. Include pictures, illustrations, and charts which are clear, artistic and colorful.
7. Involve a multiple-sense appeal -- sight, hearing, touch, etc.
8. Include material of an inexpensive kind which may be distributed by hand to interested students.
9. Utilize such aids as slides, cartoons, drawings, film strips, tape recordings (if feasible).

B. Personnel. Continuous coverage by at least two representatives is recommended for each display. Representatives should be able to:

1. Answer questions posed by students in clear and simple language.
2. Provide pertinent information on job qualifications, salaries, personal traits required, opportunities for advancement.
3. Direct students to further sources of information. (However, we advise against having a sign-up sheet because experience has shown that this generally creates a bottleneck).
4. In general, we would suggest the inclusion of some minority group representatives to indicate to students that the company in question employs members of all ethnic groups.



Office of Los Angeles County Superintendent of Schools
Division of Research and Guidance
1966 CAREER GUIDANCE CENTER
MARCH 17 - 25

SUGGESTED GUIDELINES FOR PERSONNEL WORKING IN BOOTHS

In your capacity as occupational representative, you provide the most important service the Center offers. Your major objective should be to inform as many people as possible about the education and training required, or most helpful, in planning for a career in the occupational area you represent. You may be surprised that some visitors to the Center will be totally unfamiliar with the careers you know so well. It is our hope that many people will leave the Center with a better understanding of your field because of your efforts. You may be surprised, too, that a few students will appear to know much more about your own field than you expected.

Sometimes occupational representatives express dismay that particular careers seemingly receive scant attention from visitors to the Center. To help you fulfill your role, the following suggestions are offered:

SPECIFIC SUGGESTIONS

1. An opening comment from you will stop many passers-by. Lead-ins based on information contained in your display or material may be of help.
2. If there is an unusual attraction in your booth, questions may be directed to you about the "gimmick", but these may provide openings for career discussions.
3. In presenting job information to students, the education and/or training required to enter the field should be stressed. Refer to school subjects and discuss the content of courses that would be helpful in your occupational area.
4. Realize that some students may be gaining valuable impressions through mere observation and listening.
5. Be familiar with the hand-outs available at your booth. Remember that you will be responsible for all job titles listed as covered by your organization.
6. Many adults will accompany students and you may be tempted to focus your attention on the older people to the exclusion of the youth. Both parents and school personnel will be grateful if the young people are not ignored.

REMINDERS

1. It is advisable for occupational representatives to be at the Center fifteen minutes before time scheduled for duty.



2. All occupational representatives are asked to sign in at a special booth near the entrance. The check-in booth will have name badges for your use as well as material that may be of interest to you.
3. A survey trip of the Center may help you to refer to other occupational displays which have information appropriate to individual needs and goals.

GENERAL INFORMATION - VISITORS

Students Students will range in age from pre-schoolers to college. Very young children will generally be accompanied by parents in family groups. Some may come with youth groups from churches or other community organizations like Boy Scouts. Older students may come by themselves or with friends of similar age. Most of the students, however, will be of high school or junior high school age who have come as a group on a scheduled school field trip program.

Junior Some occupational representatives have questioned the advisability of having junior high school pupils brought to the Center.
High Most guidance personnel are enthusiastic about providing Students this opportunity for junior high school students.

In these days of rapidly changing technology, the problems of guidance have increased many fold: The number and complexity of job positions have increased; the chances of having one type of position throughout one's lifetime is very small; and the education and training to prepare for a position are more necessary and more divergent than ever before.

The necessity to start education on certain paths has encouraged many schools to introduce the first formal group guidance classes in the eighth grade or lower. The Career Guidance Center offers the junior high school student an excellent opportunity for exploration. At no other place can he see and hear about so many different types of job opportunities. The interest and motivation aroused at the Center may well start the student on a path to successful education and/or training, and a career.

Adults Visitors to the Career Guidance Center may be grouped as adults and students. Adults may be school representatives, parents, students, or all three at the same time. They may also be "scouts" from other areas of the state or nation interested in evaluating the Center with the idea of starting a similar project elsewhere. It is highly possible that some adults will be members of the press or other news media seeking a suitable story to write or film. It is worth noting that in the past many adults have indicated the Center was helpful in providing information about a career or occupation they wanted to know about and have acknowledged assistance from the Center in selecting a career.





STUDENT HANDBOOK

for the

CAREERS EXPOSITION

MAY 8 - 12, 1967

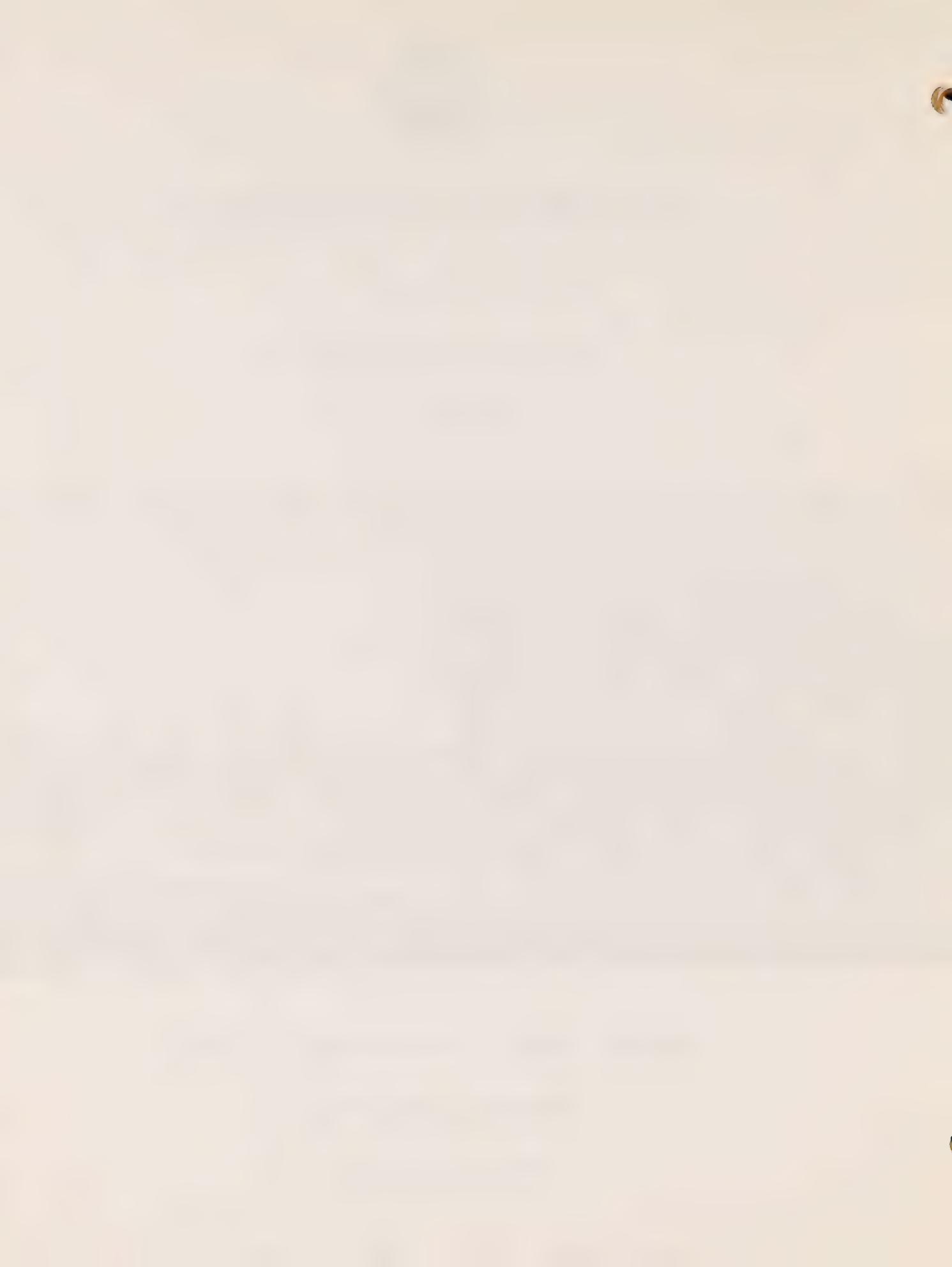


NORTH YORK CENTENNIAL ARENA

580 Finch Avenue West

Willowdale, Ontario

The Board of Education for the Borough of North York



THE BOARD OF EDUCATION FOR THE BOROUGH OF NORTH YORK

CAREERS EXPOSITION 1967

Sponsored by the Board of Education as one of the Spotlights on Education for students in grades 9 to 12 in North York Schools. Students will be transported to the exposition during the school day.

NORTH YORK CENTENNIAL ARENA

580 Finch Avenue West

May 8-12, 1967

OBJECTIVES:

1. To develop greater awareness of the broad range of career opportunities and training facilities leading to them.
2. To stimulate an interest in career planning.
3. To enable students to gain up-to-date career information.
4. To show the relationship of careers to the educational programs.
5. To bring students into direct relationship with representatives in career fields for personal career investigation.
6. To provide a first-hand informational service to students, parents and the general public.
7. To enlist the support of the community at large in the overall guidance program.

OPEN TO THE PUBLIC EACH EVENING

MONDAY, MAY 8 to THURSDAY, MAY 11

7:00 P.M. to 9:30 P.M.

Parents are cordially invited to attend the evening sessions and examine the display booths representing a wide variety of career fields.

No Charge for Admission

CHECK LIST FOR STUDYING AN OCCUPATION

1. History and Importance:
 - (a) Give a brief history of the occupation, particularly in Canada.
 - (b) Tell how the occupation serves society.
 - (c) Collect employment figures for your district, your Province and for the country as a whole.
2. Nature of the Work:
 - (a) Outline a typical day or project in the occupation.
3. Working Conditions:
 - (a) Indoors or out, manual or mental work, hours, conditions, hazards, fellow workers, vacations, recreation, trade organizations.
4. Qualifications necessary for Entry and Success:
 - (a) Physical qualifications necessary for the workers.
 - (b) Mental ability required.
 - (c) Other personality traits necessary; initiative, co-operation, persistence, emotional stability, leadership.
5. Preparation Needed:
 - (a) General education and special training. Where may this be obtained, length of time required for it, cost-scholarships or other aid available?
 - (b) Where is training given?
 - (c) Cost of equipment to get started - if any.
6. Opportunities for Advancement:
 - (a) How to enter the occupation.
 - (b) Age of entering and of maximum earning power.
 - (c) Is the occupation overcrowded?
 - (d) What are the leadership possibilities?
7. Remuneration:
 - (a) Earnings at first, average earnings of experienced workers, how age affects earnings.
 - (b) Is the work seasonal? Are there lay-offs?
 - (c) How are the workers paid? Salary wage, commission? How frequently?
 - (d) Bonus system, profit sharing, pensions, sick benefits, vacations with pay.

(CHECK LIST con't.)

8. Advantages and Disadvantages:
(a) Evaluate the foregoing topics in the light of their advantages and disadvantages.
9. How to get Started:
(a) School subjects most important.
(b) Hobbies, extra-curricular activities which will help.
(c) Work experience available while at school.
10. Related Occupations:
(a) What occupations are similar in work, in training needed and in working conditions?
(b) If you cannot finish the training needed what could you do along similar lines?

SOME GUIDELINES FOR THE STUDENT

1. Come prepared to make the best use of your time and the time of the people you interview.
2. Come well-groomed and act in a courteous, polite manner.
3. Have your questions prepared so that you can structure the interview in order to gain the information you want.
4. Identify the careers that you plan to investigate. Relate these careers to the exhibitors and booth numbers where these exhibitors are located.
5. Complete the check list on page 8 before you visit the exposition.
6. Consult your teachers for assistance in preparing this information.

Lesson Plans Available in Report

on

New York Career Fair, 1967

Careers in the Apparel Industry

Careers in Automotive Service

Careers in Building Trades

Careers in Woodworking Trades

Careers in Accounting

Careers in Art

Careers in Mathematics (attached)

Careers in Clerical Work

Careers in Foreign Languages

Careers in Field of Health

Careers in Health Education

Careers in Science

Plan for use in Social Studies Classes

Three plans for use in English Classes

Board of Education of the City of New York
110 Livingston Street, Brooklyn, New York 11201
Bureau of Educational and Vocational Guidance

Director
Daisy K. Shaw

April, 1967

WCBS-TV CAREER FAIR

A LESSON PLAN

CAREERS IN MATHEMATICS

TOPIC--MATHEMATICS AND YOUR CAREER

AIM--To show how the study of mathematics relates to career opportunities.

MOTIVATION

"A tradesman was called upon to repair a rectangular 6' by 9' roof. He charged \$50, a figure acceptable to both himself and the owner. The owner called upon the tradesman at a later date to repair a similar rectangular roof twice as long and twice as wide. What should the tradesman charge the owner?"

(Students will usually offer an estimate of \$100, as perhaps the tradesman would. They will discover that a lack of knowledge of mathematics will cost both time and money.)

Note: Every mathematics teacher will have a reserve of anecdotes, applications, and illustrations acquired from college studies, reading the literature of the subject, personal experiences with different occupations, and other sources.

PIVOTAL QUESTIONS

1. What occupations require training in a great deal of college math as well as high school math?

2. What occupations require training in some college math besides high school math?

3. For which occupations do you need post-high school training in applied mathematics as well as high school mathematics?

4. In which occupations is high school or vocational high school math important?

DEVELOPMENTAL QUESTIONS

1. What are the major fields of occupational specialization for majors in mathematics?

- a. Mathematics teacher in elementary, secondary schools, or college
- b. Industrial mathematician
- c. Mathematical physicist
- d. Mathematical statistician
- e. Actuarial mathematician
- f. Government mathematician

(Description of the above may be obtained from Careers for Majors in Mathematics - World Trade Academy). This monograph lists further sources of information and the occupational literature in the field of math.

2. What specific contribution has mathematics made in the field of science?

Aviation is a field, for example, in which mathematics helps to interpret developments. It required mathematicians to demonstrate that the structure and design of airplanes in use until 1930 were unsuited for trans-oceanic flight. This fact was shown by using mathematical formulae and equations without the use of wind tunnels or experimental evidence.

3. Why study math?

4. Why should you consider majoring in mathematics?

5. What other professions use mathematics extensively in performing their jobs? (Information may be obtained from the Occupational Outlook Handbook)

SUMMARY

There is a shortage of workers in every field such as teaching, industry, government, statistics, electronic computers and insurance.

Many interesting new applications are opening up, such as improved weather prediction, rocketry, operations research, and translating machines.

There will be opportunities in mathematics in fields such as Operations Research, Systems Designing, Experimental Planning, Cartography, Technical Writing, Queuing Theory, Linear Programming, Cryptography, and Reduction of Experimental Data.

REFERENCES

1. Careers for Majors in Mathematics, World Trade Academy Press, Inc., 50 East 42 Street, New York 17, N.Y., 1959.
2. Mathematics and Your Career, U.S. Government Printing Office, Washington, D.C., 1962.
3. Careers in Mathematics, American Mathematical Society, 190 Hope St., Providence 6, Rhode Island.

F
March 23, 1966.

CAREER EXPO '66 NEWSLETTER (extracts)

The Executive Committee of Career Expo '66 is pleased to announce that seventy exhibitors have rented 120 booths for the exposition to be held May 9 to 13 in the McElroy Building at Lansdowne Park. Career Expo '66 has been launched as an experimental venture by the Guidance Council of high schools under the jurisdiction of the Collegiate Institute Board of Ottawa and the Nepean and Gloucester High School Boards. Its purpose is to present to our students at one time, and in one place, a wide range of career opportunities. For your information, a complete list of exhibitors and a plan of the McElroy Building showing booth numbers is attached to this newsletter.

ADVANCE PLANS

Several exhibitors have already told us something about their plans for Career Expo. If others would like to describe their exhibits, we would be glad to hear about them. If you need information or suggestions, do not hesitate to call any committee chairman listed below.

Bell Telephone Company of Canada

This large company has rented eight booths in order to focus attention on four main types of employment with their company. A technician with tools and equipment will be seen working on the inside mechanism of a telephone. A service representative will show how she copes with monthly bills and statements. A telephone operator seated at a switchboard section will explain the intricacies of her job. And a clerical worker will operate one or more office machines. Against a backdrop of gold curtains there will be large photographs of Bell employees at work.

GENERAL INFORMATION

Booth Construction

It has been decided that booths will be made of plywood finished in silvergrey, but exhibitors may paint them in any other colour or put up as many posters as they wish. Each booth will measure 10' x 10', with a back 8' high and sides extending for 2' at the 8' level and then dropping to a height of 3'. The front will be open. Those who are renting more than one booth may eliminate side partitions to make one large area. A sign measuring 9" x 44" will be supplied by Career Expo '66 to display the number of the booth, the exhibitor's name and the career being portrayed.

An Art Contest is being organized in the high schools to arouse interest in designing a poster advertising Career Expo '66. The three best posters from each school will be submitted to a panel of independent judges. Dr. W.S.A. Dale, Acting Director of the National Gallery, and Dr. Carter Storr, Inspector of Public Schools, have already agreed to serve.

Transportation arrangements with the O.T.C. are almost complete. High school students will be brought by bus from their schools for a cash fare of 15 cents each way. It is now planned that each morning session will run from 9:30 a.m. until 12:30, the afternoon session from 1:30 p.m. until 4:30, and the evening session from 7:00 p.m. until 9:30.



Guard service will be provided on a round-the-clock basis from May 4 to May 14.

Electric current will be available to every exhibitor. Posts in the McElroy Building are plentifully supplied with electric outlets, so there should be no problem.



Careers Exposition - Student Evaluation Survey

(A ✓ mark will suffice in response to yes or no questions)

G

Identification

1) Male <input type="checkbox"/>	Female <input type="checkbox"/>	2) Program - 2 yr.	3) • Grade - 9
		4 yr.	10
		5 yr.	11 <input type="checkbox"/>
		Special 1 yr.	12 <input type="checkbox"/>
			13 <input type="checkbox"/>

Questions

YES NO

1. a) Were you interested in a particular vocational field BEFORE you visited the exposition?

IF SO:

- b) Did you find additional information about that field?

Did you talk to someone in that field?

Were most of your questions answered?

2. Did you discover an occupational field at the exposition which you hadn't considered before?

F SO:

Did you carefully examine the exhibit of a vocation you hadn't considered before?

Did you talk to someone in that field?

Were most of your questions answered?

3. As a result of your visit, do you find that your interest in the vocational field has:

increased

remained the same

decreased

4. Did or will your parents visit the exposition?

5. Would it be helpful to you to be able to visit a similar exposition in about two years time?

6. Concerning the value you have gained from your visit to the exposition do you think the exposition was:

very worthwhile

worthwhile

not worthwhile

7. If you have further comments about the Exposition please make them here.



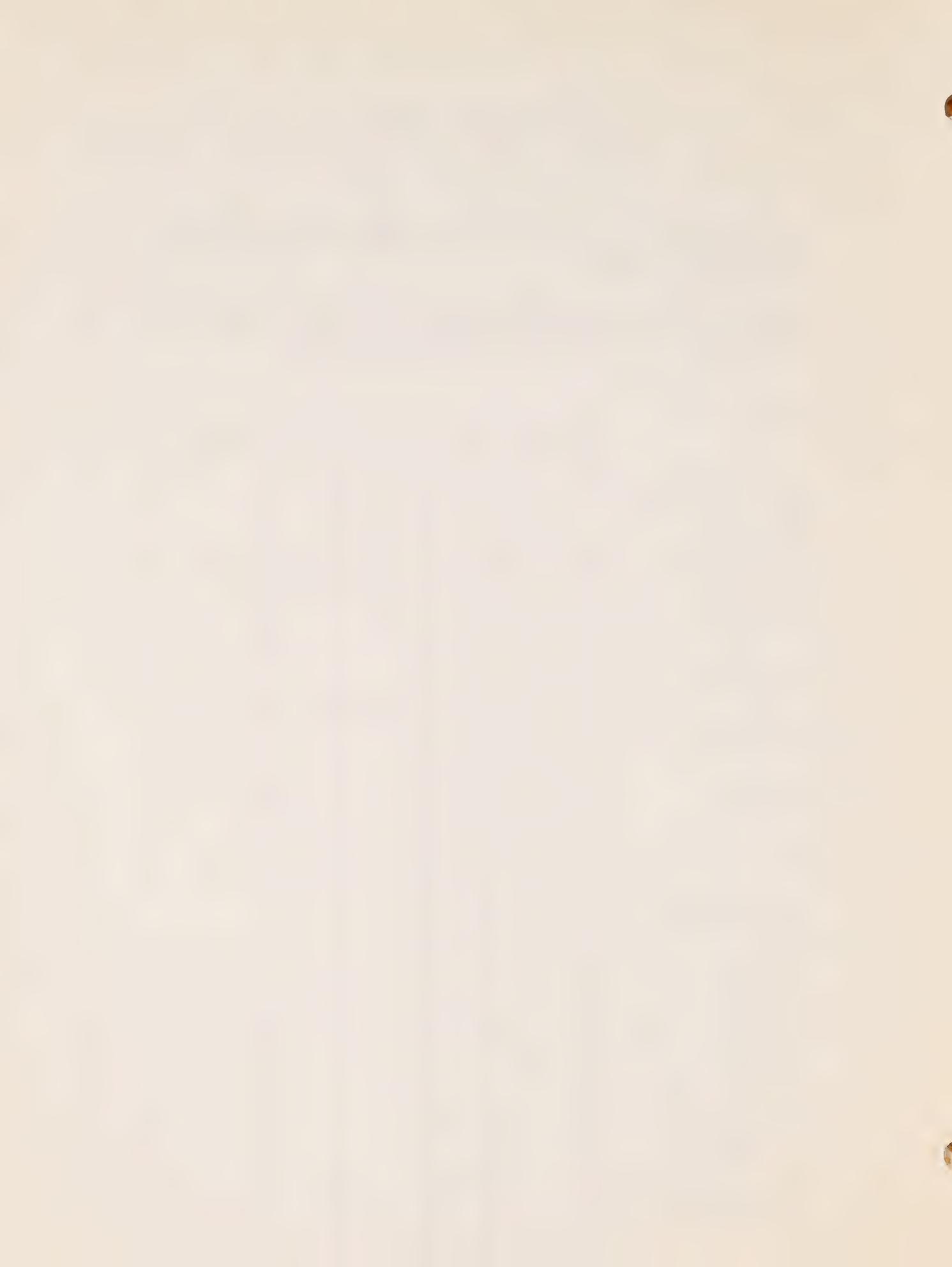
CAREER EXPO '66 - OTTAWA

EVALUATION FORM FOR EXHIBITORS

You are requested to complete this questionnaire. Add any comments you wish and return to MR. H. HASSARD, FISHER PARK HIGH SCHOOL, HARMER AVENUE.

Several forms are included so that you may collect impressions from the people who manned your booths at different times. Your frank, thoughtful, constructive remarks are welcome.

	Excellent	Good	Average	Fair	Unsatisfactory	Comments
1. ACCOMMODATION						
(a) Building						
(b) Display Booth						
(c) Identification Signs						
(d) Electrical Outlets						
(e) Atmospheric Conditions						
(f) Noise Conditions						
2. PUPIL CONTROL						
(a) Admission from buses						
(b) Supervision						
3. PUPIL PARTICIPATION						
(a) Amount of Questions						
(b) Quality of Questions						
(c) Seriousness of Purpose						



	Excellent	Good	Average	Fair	Unsatisfactory	Comments
(d) Use of Materials						
(e) Specific Employment Interest						
(f) Preparation of Students by Schools						
4. PUBLIC PARTICIPATION						
(a) Amount of Questions						
(b) Quality of Questions						
(c) Seriousness of Purpose						
5. EXHIBITORS' PREPARATION						
(a) Your own display						
(b) General Exhibits						
(c) Preparation of Personnel						
(d) Materials						
6. RECOMMENDATIONS FOR IMPROVEMENT						

If asked to, would you participate again (a) under same conditions?

(b) under changed conditions?



How often do you think this kind of exposition should be held

- (a) every year?
- (b) every two years?
- (c) every four years?



LIST OF COLOUR SLIDES

(Selected from Ottawa's Career Expo '66)

No.	Career Field	Exhibitor	Reason Selected
1	<u>'Expo' Building</u>	All exhibitors	Illustrates attractive outside appearance of centre.
2	<u>Civic</u>	Ottawa Hospital Council	Lists broad coverage of careers; makes use of slides.
3	<u>Finance</u>	Canadian Bankers Assoc.	Shows educational needs and opportunities.
4	"	Society of Industrial and Cost Accountants	Shows use of charts and literature.
5	<u>Communications</u>	Bell Telephone	Illustrates use of equipment, tic-tac-toe "gimmick" (shows part of display only).
6	<u>Education</u>	Carleton University	Uses lab equipment, photographs.
7	"	Ontario Department of Education	Uses a series of interview booths for various technological institutes.
8	"	Radio College of Canada	Shows teaching aids, courses and literature available from a private agency.
9	<u>Federal Government</u>	Atomic Energy	Uses gimmick effectively for attention; (caused some distraction).
10	" "	Manpower and Immigration	Shows its role in employment.
11	" "	RCMP	Uses uniforms, colour pictures
12	<u>Manufacturing</u>	Computing Devices of Canada	Provides an inexpensive display of occupations in one firm.
13	<u>Municipal Services</u>	Ottawa Gas	Uses colourful thumbnail sketches of careers.



No.	<u>Career Field</u>	<u>Exhibitor</u>	<u>Reason Selected</u>
14	<u>Professional</u>	The Earth Sciences	Shows a co-operative effort by several professional and technical groups; lists various careers.
15	"	Ottawa Home Economics Assoc.	Illustrates an inexpensive, yet effective display.
16	"	Ottawa Dental Society	Illustrates broad choice in one field.
17	"	Physical Education Teachers	Provides a relatively low-cost display; shows broad scope for employment.
<u>Selected Comments</u>			
18	"	Catholic Teachers' Association	Selected to illustrate joint participation by public and separate school groups.
19	<u>Provincial Government</u>	Lands and Forests Department	Show colour photographs, use of uniform to attract.
20	Sales	Ottawa Real Estate Board	Provides inexpensive yet colourful display; courses available.
21	"	Simpson's Sears	Uses colorful charts on careers; shows staff needs for a new store opening next year.
22	<u>Social and Religious</u>	Y.M., - Y.W.C.A.	Is another inexpensive display, uses checklist of personal qualifications; shows vocations.
23	<u>Trades</u>	Builders' Exchange	Provides estimated earnings of various tradesmen, and their educational needs. Uses Federal literature on occupations.







ACCO CANADIAN COMPANY LTD
TORONTO
OSSINGTON, M. Y., CHICAGO, LONDON

